F3 Stakeholders Meeting Tuesday, June 25, 2002 6:30 – 9:00 PM

Discussion: Refining F3 Infrastructure

Summary of ideas from last meeting:

- "Stakeholder partnership" would:
 - Receive data, ideas, outcomes information;
 - Nurture principles;
 - Deal with grievances; troubleshooting; voice concerns;
 - Have program, evaluation authority/commitment;
 - Research funding;
 - Act as clearinghouse/forum for program support and community efforts such as comprehensive juvenile justice plan?

How to form group and make progress?

- Refine details.
- Make personal contact; create membership.
- Scope? System of care (SED kids/family); no authority beyond system of care.

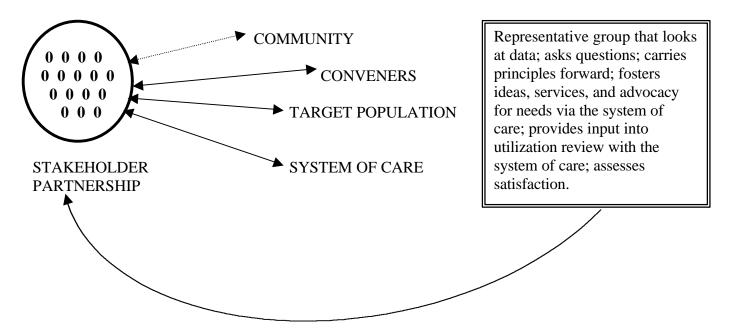
How is group going to be authoritative?

- Example: outcomes data goes to group group assesses/recommends action to conveners.
- Let group when it is formed work out the details of its infrastructure with reference to ideas generated here.

What is compelling to foster involvement?

- To see data;
- Seeing trends;
- Feedback relative to entities' effectiveness.
- If system entities' needs are addressed.
- Systemic change shift to change seems incredibly difficult.
- Need to have people who wield power involved.
- Making incremental changes obvious as greater change; e.g. what does the addition of 191 kids mean? Impact on day-to-day?
- Knowing what's going on and nitty-gritty relative to referrals, contacts, etc.; communication regular updates (when easily achieved).
- Make successes real.
- Money saved efficiencies.
- Real contact, partnering on real tasks important function, worthwhile.
- *Is* this the place for power brokers?
- Can't operate on assumptions.
- Diversity of community.

- Diversity in systems.
- Need reciprocity what are the needs out there?
- Memorandum of understanding mutual commitment isn't a problem.
- Need some definition of why they should be there.
- Still some things not happening money *isn't* following the kid.
- Could be looking at mental health needs of kids beyond system of care.
- They want to see things change when they walk out.



Who? How is it going to happen?

- What percent of family? 2 to 3 representatives?
 - Draw from families served; agency recommended families.
- Convener liaison Kit Boesch? Kathy Campbell?
- Region V, hospitals; children's mental health issues.
- Provider with substance abuse orientation covering all levels of care; 2 to 3 representatives.
- Categories of providers identify representatives.
- Define representation consistent with collaborative framework.
- People who can make decisions.
- Representative of funding community.
- ASO (administrative service organization) group Medicaid, etc.
- Law enforcement; 1 representative.
- Faith community Interfaith Council?
- Juvenile justice 1 judge, 1 probation; interface with juvenile justice groups that already exist?
- Schools school based mental health; draw from members of group that meets 2 times a year (LPS, Lancaster County public schools, non-public schools).
- Cultural centers draw on existing group; 2 to 3 representatives.

How to engage or face people who are not in partnership group?

- Open meeting.
- Input through spin off work groups.
- Example: what is the process to select among three committed providers? Have them choose.
- Clarify expectations responsibility of representation.
- Responsibility to communicate feedback loop.
- Accountability.

How are people going to be contacted?

- Sheryl, Gus, and Reneé.
- Put into writing as invitation to participate, commit.
- Bob Workman will be asked to sign letter credibility, legitimacy.
- Tap people familiar with groups to get to people we want to contact.

NEXT MEETING:

- This is the last stakeholder group meeting, as we know it!!!
- Next meeting will be of the stakeholder partnership the permanent group.
- TIME FOR A CELEBRATION!
 - Informal;
 - Celebrate accomplishments;
 - Transition to new partnership;
 - Early September "passing the baton."
 - A time for exposure a look at all that has been achieved.
 - Awards? (fun)
 - Special moments.
 - F3 staff will coordinate.